

Program Evaluation: 3...2...1...Start!

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Road Map



..3: Starting Blocks

- Why Evaluate
- Gap Analysis
- Pilot Project



..2: Self-Assessment

- Tool
- Strengths & Challenges
- Glue & Gaps



..1: Action Plan

- Assess & Prioritize
- Gap Examples
- General Guidelines

...3

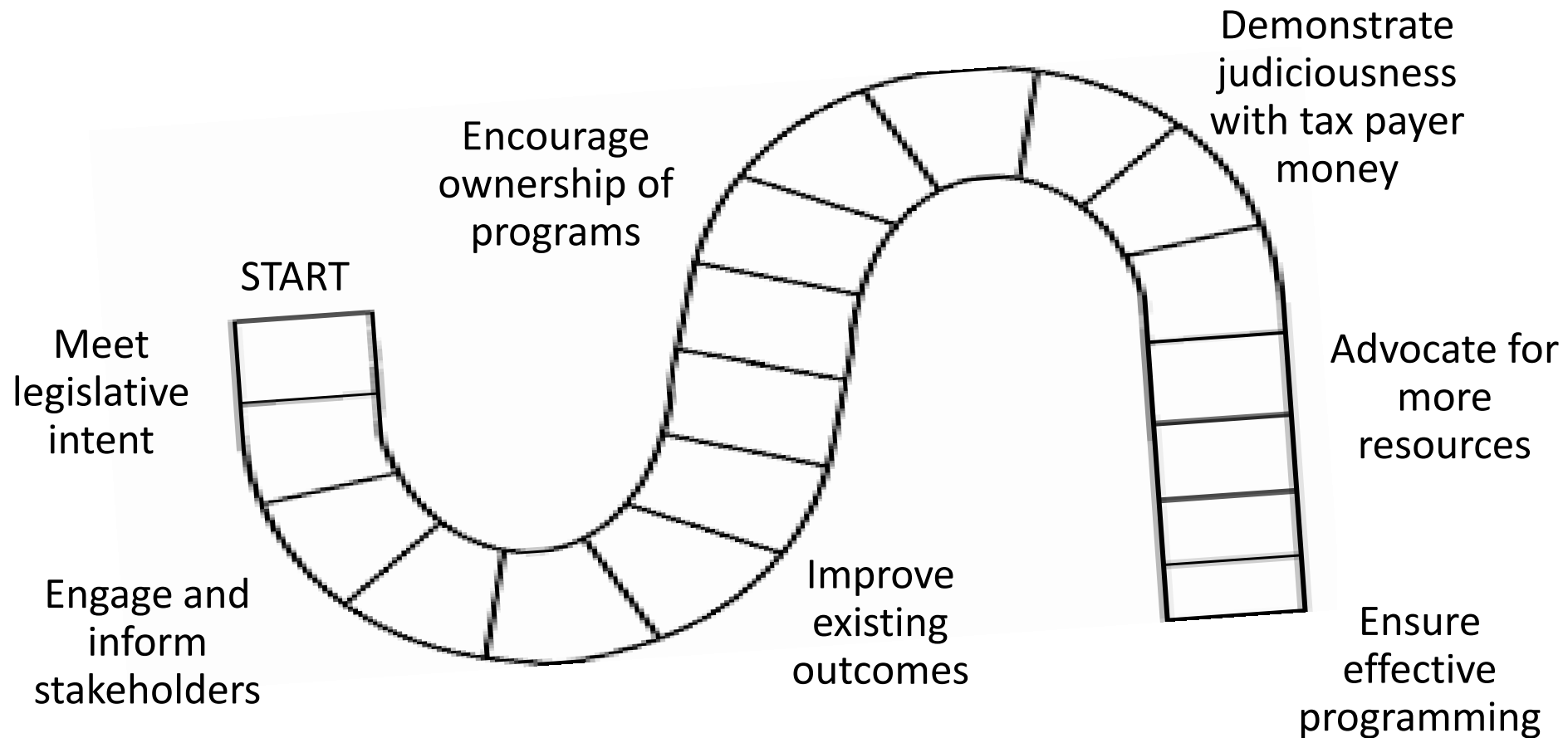
STARTING BLOCKS

What is Evaluation?

- Systematic process
- Collect, analyze, and utilize information
- Attempt to determine program:
 - merit
 - worth
 - value
- Answers: What difference does this program make in the lives and well-being of our youth?

Source: Engle, M. (2017, July 20). What exactly is program evaluation?

Why conduct a program evaluation?

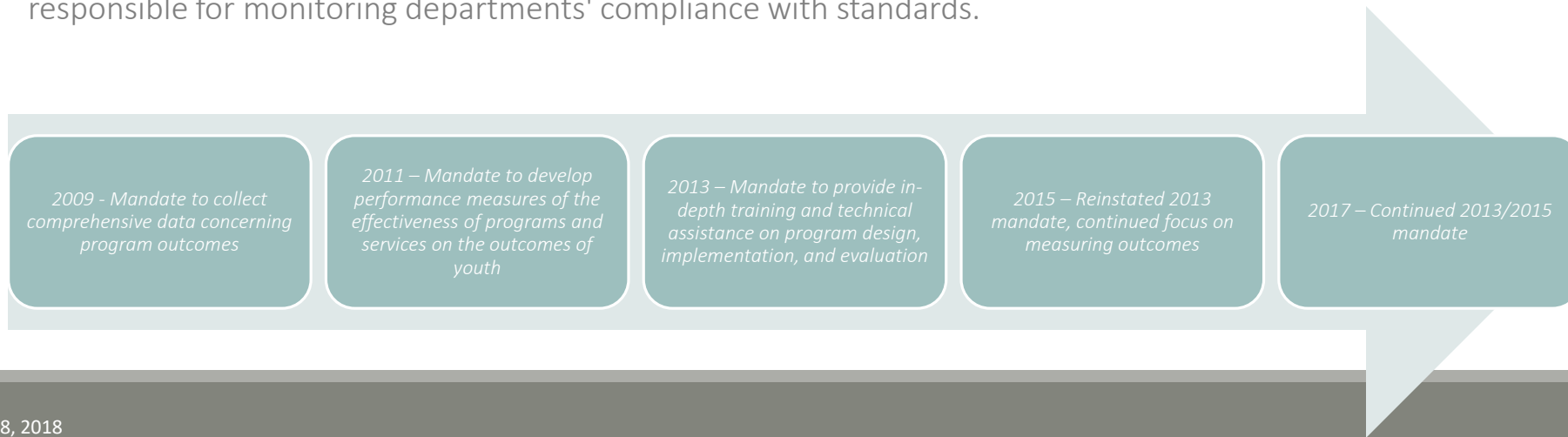


85th Texas Legislative Session 2017, Rider 28

Local Assistance. Funds appropriated above in Strategy F.1.1, Central Administration, shall be used to increase technical assistance on program design and evaluation for programs operated by juvenile probation departments. This shall include, but not be limited to:

- a. providing in-depth consultative technical assistance on program design, implementation, and evaluation to local juvenile probation departments;
- b. assisting juvenile probation departments in developing logic models for all programs;
- c. developing recommended performance measures by program type;
- d. facilitating partnerships with universities, community colleges, or larger probation departments to assist departments with statistical program evaluations where feasible;
- e. following current research on juvenile justice program design, implementation, and evaluation; and,
- f. disseminating best practices to juvenile probation departments.

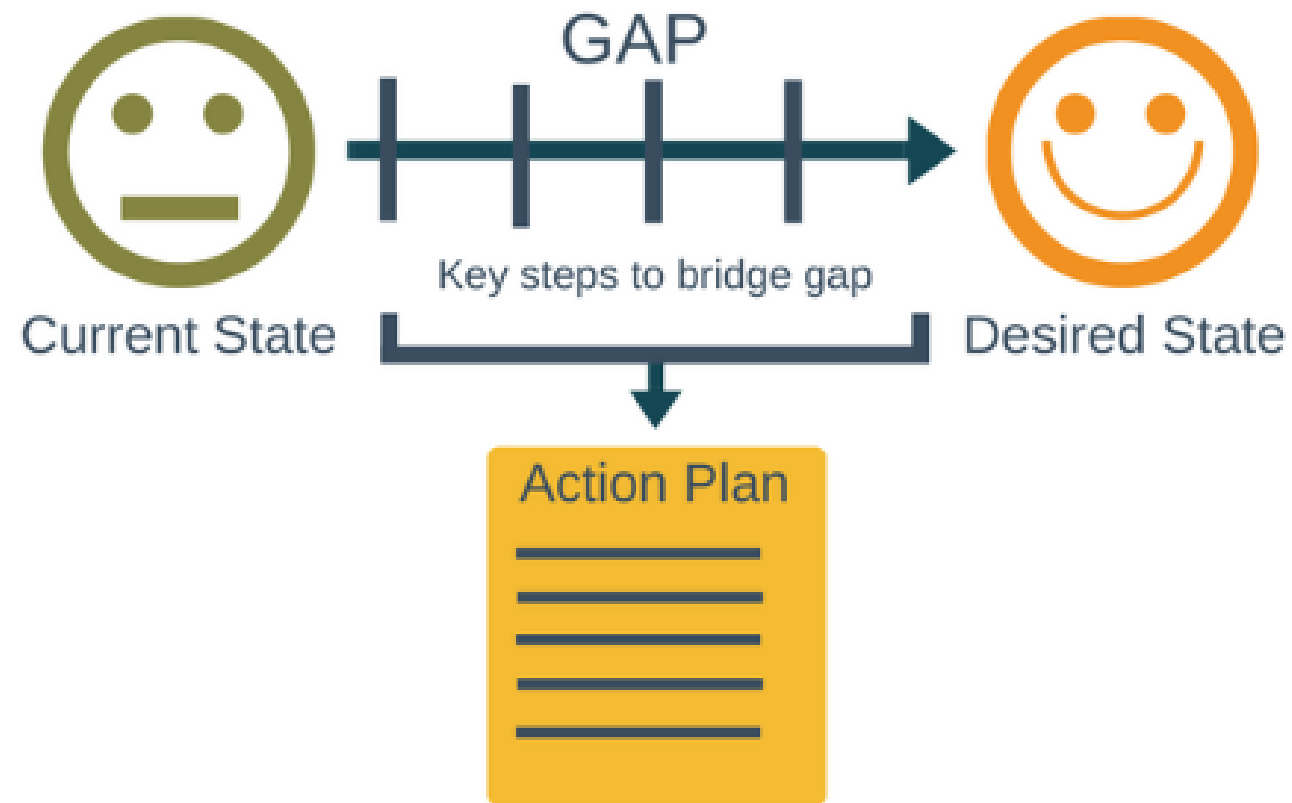
Staff who perform these duties shall be included in the agency's research function and shall not be responsible for monitoring departments' compliance with standards.



GETTING STARTED



Gap Analysis



www.expertprogrammanagement.com

Source: Expert Program Management. Gap Analysis.

Gap Analysis Concept

Conduct Self-Assessment



Identify the Glue



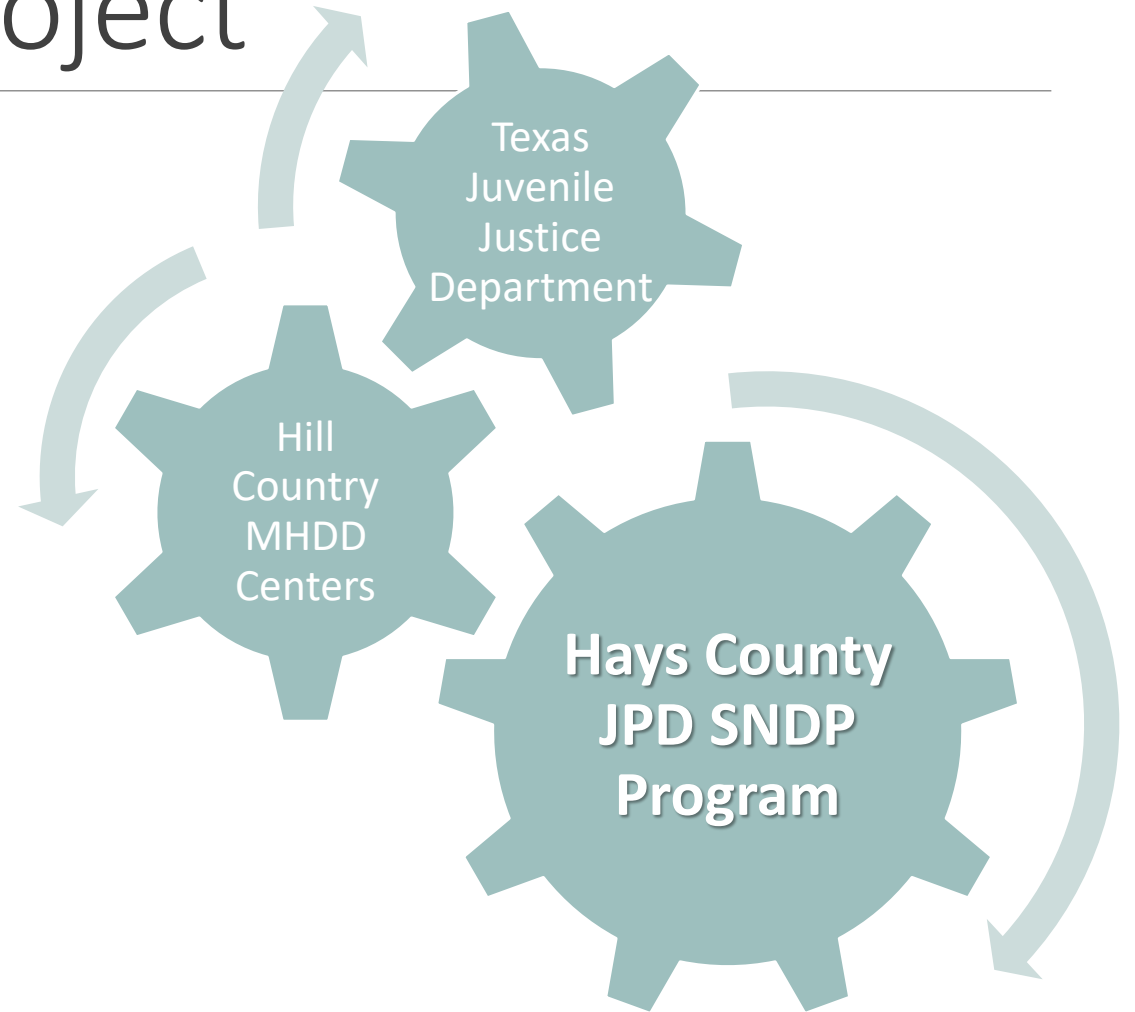
Identify the Gaps



Develop Action Plan

Collaborative Pilot Project

- Voluntary partnership with a willing probation department
- Existing program
- Commitment to put in additional work
- Short term goal to provide feedback for conference
- Long term goal to complete a program evaluation



...2

SELF-ASSESSMENT TOOL

Self Assessment Tool

Current
program
evaluation
constructs

JJS specific
research
supported
approach:
Risk Needs
Responsivity

Legislative
directive to
use logic
models

Mirrors TJJD
evaluation
webinars



Self-Assessment Tool

Texas Juvenile Justice Department Program Self-Assessment Checklist

This document has been created to assist local juvenile probation departments in collecting information regarding their programs and identifying any gaps that prevent completion of a program evaluation. This document is intended to be a guide and not an exhaustive list of all that will be needed to complete an evaluation.

Section I: Department Information

Section II: Program Fundamentals

- Supporting Program Documents
- Program Theory
- Target Population and Risk-Needs-Responsivity
- Problem Statements, Goal, and Outcomes
- Program Activities, Outputs, and Resources

Section III: Program Process Evaluation

- Data Collection
- Data Analysis
- Reporting

Section IV: Program Outcome Evaluation

- Data Collection
- Data Analysis
- Reporting

A Closer Look

- Intended to facilitate a quick assessment:
 - Program infrastructure
 - Designated evaluation needs
- Based on building blocks for evaluation:
 - Program Fundamentals
 - Process Evaluation
 - Outcome Evaluation

Pilot Project - Strengths

HAYS COUNTY JUVENILE PROBATION DEPARTMENT

- Good communication with Chief JPO
- Support of Chief JPO & probation staff
- Established guidelines & policy
- Good communication & support from MH partner

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- Involved leadership
- Willingness to examine & improve
- Program has existing framework
- Strong collaboration with MH partner

Pilot Project - Challenges

HAYS COUNTY JUVENILE PROBATION
DEPARTMENT

- “Simply over my head”
- Multi-faceted program
- Identifying outcomes
- Moving from informal to formal evaluation

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- Unfamiliarity with evaluations
- Identifying uniqueness of program
- Individual vs. program level
- Broaden stakeholder pool

Glue & Gaps

GLUE

- Policy
- Referral & matching system
- Identified activities
- Program curriculum
- Adequate resources
- Contracts

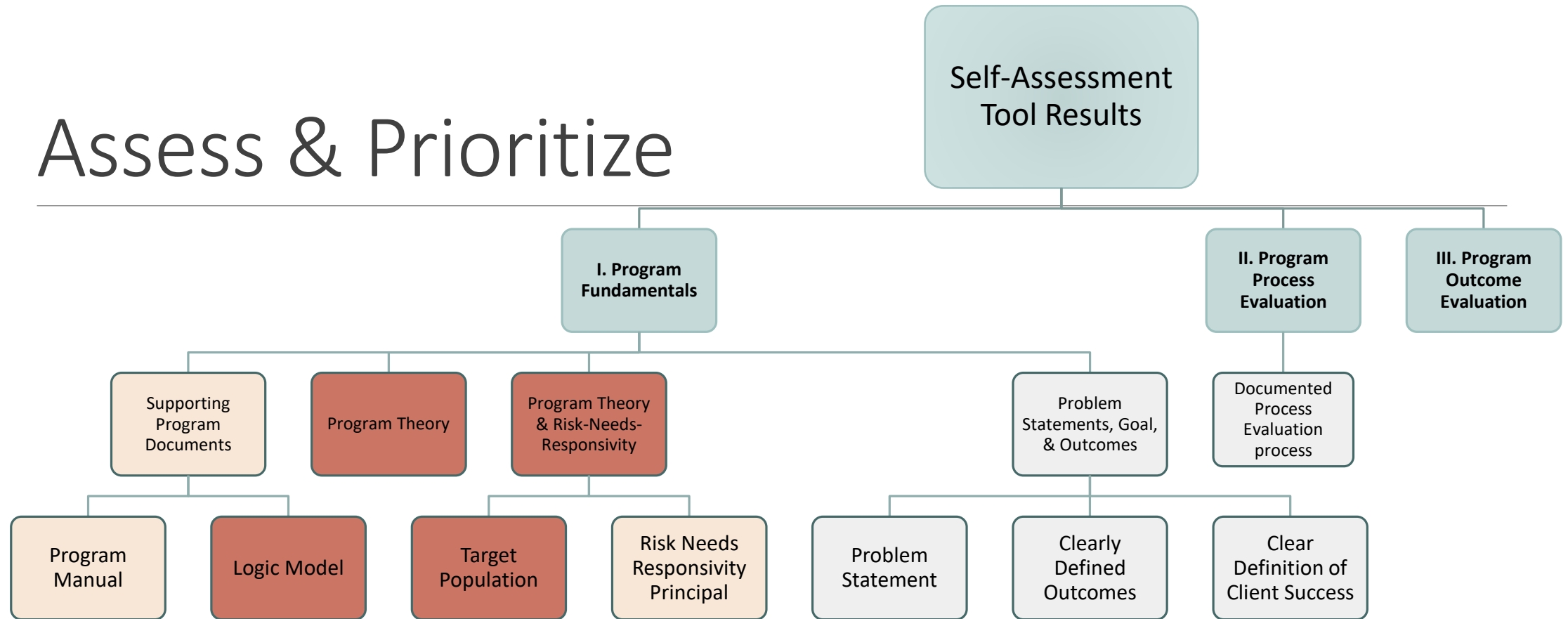
GAPS

- No program theory
- Relating target population to risk & needs
- Incomplete logic model
- Program with multiple components
- Core activities vs. individualized activities
- Evaluation including MH partner

...1

ACTION PLAN

Assess & Prioritize



Prioritization Scale:

1. **Immediate** Priority - “Really need these for guidance to move forward”
2. **Next** Priority - “Needs to get done, but not right now”
3. **Subsequent** Priority - “Don’t need it right now”

Gap 1: Program Theory

- What's missing
 - Underlying premise of what must be done to bring about change
- Action steps
 - Identify the premise of the program
 - Conduct background research on program/similar programs
 - Identify core components and supporting research

SNDP Program Theory

STEPS

- Premise
- Background research
- Core components

SNDP PROGRAM

Multiple coordinated services ➡ behavior change

Ex.: Lipsey

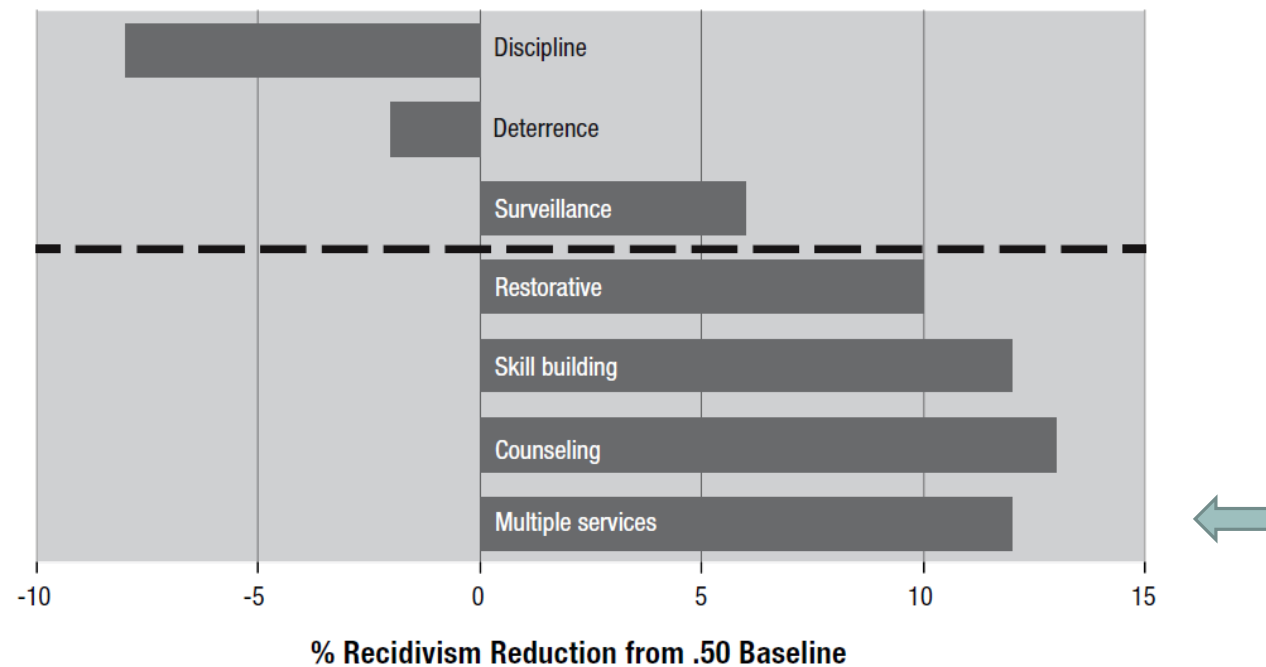
Intensive case management

Mental health services

Skills training

Program Theory

Figure 1. Mean recidivism effects for the program categories representing control and therapeutic philosophies



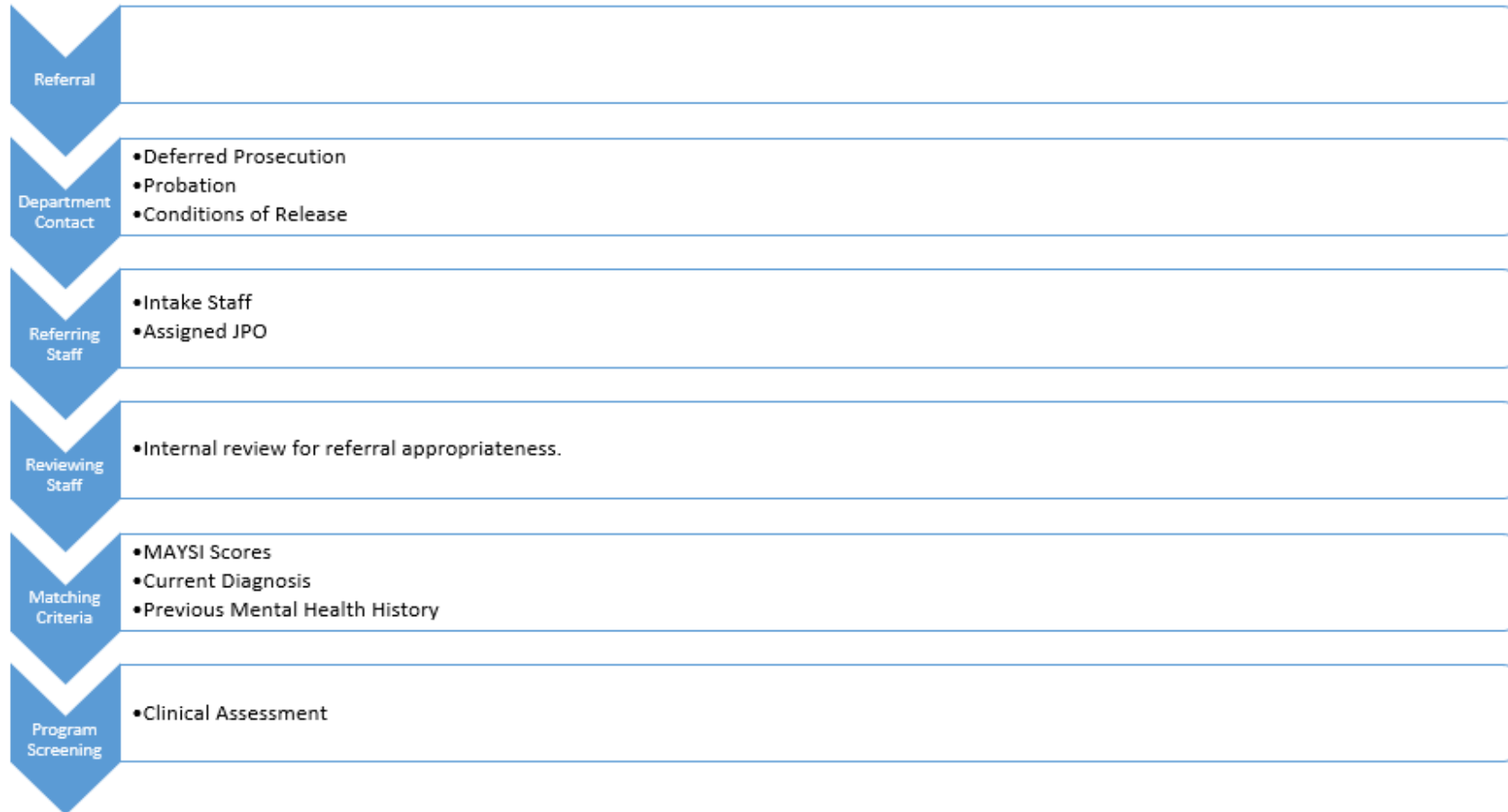
Source: Lipsey, Howell, Kelly, Chapman, & Carver (2010).

Gap 2: Target Population

- What's missing
 - Review target population, referral process and matching process
 - Incorporate Risk-Needs-Responsivity Principle
- Action steps
 - Gain blanket understanding of department specific mental health needs
 - Research existing data sources
 - Conduct more focused analysis

Hays County Juvenile Probation Department

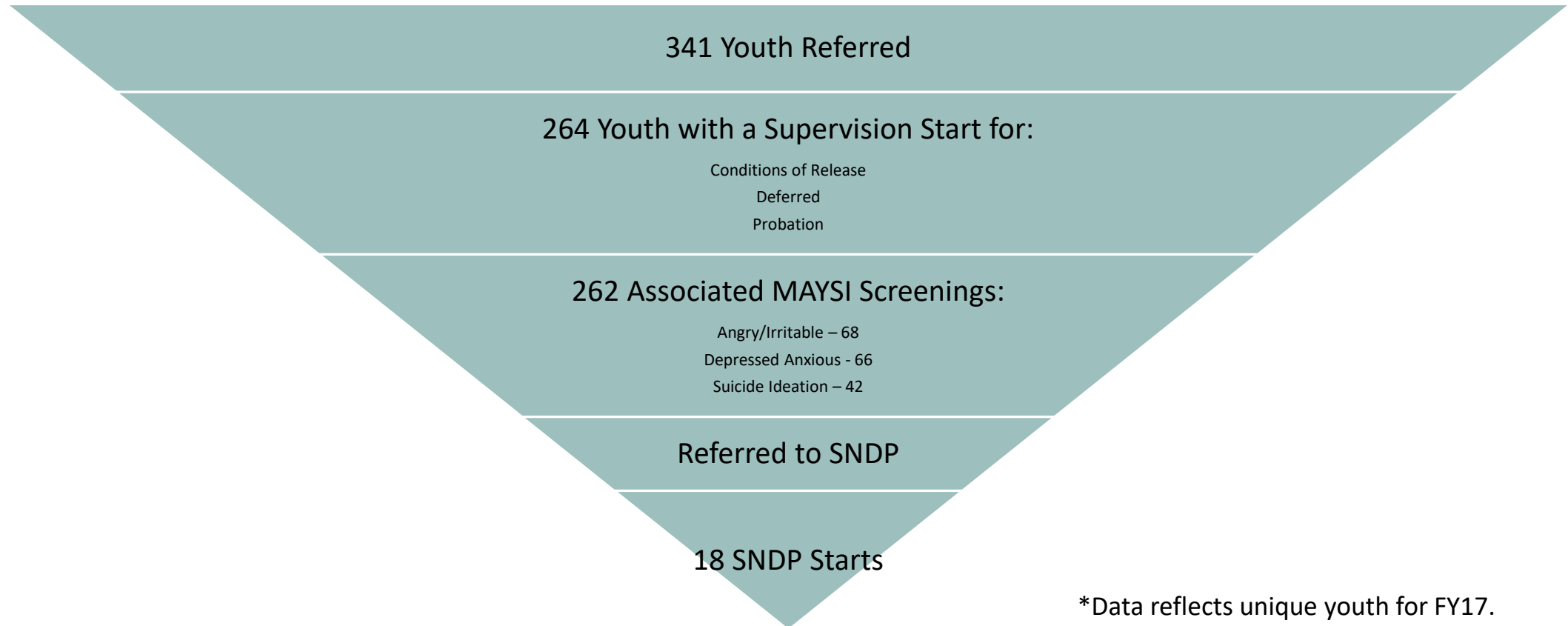
Special Needs Diversionary Program Points-of-Outreach Flow Chart



Existing Data Sources

- County Fact Sheets
- County Profile
- Annual Recidivism Analysis
- The State of Juvenile Probation Activity in Texas
- SNDP Annual Report
- Annual Report to the Governor and Legislative Budget Board
- Accessible Ad-Hoc reports from CMS

Data



Gap 3: Logic Model

- What's missing
 - Identified problem statement
 - Illustration of cause and effect relationships
- Action steps
 - Identify goal and problem statements
 - Tie together activities and outputs
 - Identify outcomes in addition to grant requirements

Department Name:

Program Name:



Problem Statement: <i>(Describe the issue to be addressed.)</i>																
Goal Statement: <i>(Indicate what you plan to achieve.)</i>																
Target Population: <i>(Describe the target population of the program by identifying the following.)</i> <ul style="list-style-type: none">• Age(s):• Qualifying Characteristic(s)<ul style="list-style-type: none">○○• Risk Level(s):• Identified Need(s)<ul style="list-style-type: none">○○• Current Recidivism<ul style="list-style-type: none">○ Level:○ Data Source:• Other/Notes<ul style="list-style-type: none">○○	Resources:* <i>(Describe the staff, materials, physical space, and other resources needed for program implementation.)</i> <ul style="list-style-type: none">•••••••	Activities: <i>(Describe planned activities, such as treatment sessions, or other programs and services.)</i> <ul style="list-style-type: none">• Summary: <table border="1"><tr><td>Component 1<ul style="list-style-type: none">•</td><td>Output 1<ul style="list-style-type: none">•</td></tr><tr><td>Component 2<ul style="list-style-type: none">•</td><td>Output 2<ul style="list-style-type: none">•</td></tr><tr><td>Component 3<ul style="list-style-type: none">•</td><td>Output 3<ul style="list-style-type: none">•</td></tr><tr><td>Component 4<ul style="list-style-type: none">•</td><td>Output 4<ul style="list-style-type: none">•</td></tr></table>	Component 1 <ul style="list-style-type: none">•	Output 1 <ul style="list-style-type: none">•	Component 2 <ul style="list-style-type: none">•	Output 2 <ul style="list-style-type: none">•	Component 3 <ul style="list-style-type: none">•	Output 3 <ul style="list-style-type: none">•	Component 4 <ul style="list-style-type: none">•	Output 4 <ul style="list-style-type: none">•	Outputs: <i>(Describe outputs for each activity, such as youth served, number of sessions delivered, or attendance rate.)</i> <ul style="list-style-type: none">• Summary: <table border="1"><tr><td>Output 1<ul style="list-style-type: none">•</td><td>Output 2<ul style="list-style-type: none">•</td><td>Output 3<ul style="list-style-type: none">•</td><td>Output 4<ul style="list-style-type: none">•</td></tr></table>	Output 1 <ul style="list-style-type: none">•	Output 2 <ul style="list-style-type: none">•	Output 3 <ul style="list-style-type: none">•	Output 4 <ul style="list-style-type: none">•	Outcomes: <i>(Describe expected outcomes toward fulfilling the "Goal Statement" above.)</i> <p>Recidivism Reduction</p> <ul style="list-style-type: none">• One-year:• Two-year:• Three-year: <p>Other Outcomes</p> <ul style="list-style-type: none">••••
Component 1 <ul style="list-style-type: none">•	Output 1 <ul style="list-style-type: none">•															
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Output 1 <ul style="list-style-type: none">•	Output 2 <ul style="list-style-type: none">•	Output 3 <ul style="list-style-type: none">•	Output 4 <ul style="list-style-type: none">•													

Date Created/Modified:



Draft Logic Model

Problem Statement: 41% of youth referred to the department in FY16 have at least one identified mental health need demonstrating a need for coordinated services for mental health.

Goal: Decrease recidivism and increase youth accountability through intensive case management, ongoing assessment, and skills training.

Target Population:

Age: 10 - 17

Supervision Type:

- Conditions of Release,
- Deferred Prosecution, or
- Court Ordered Probation

Mental Health Need:

- DSM diagnosis, other than or in addition to:
 - substance abuse,
 - IDD,
 - autism,
 - PDD and
- Eligible for MH services

ADDITIONAL?

Resources:

- TCOOMMI contract
- HCJPD policy manual
- QMHP
- SJPO
- Counselor/therapist
- Family partner
- Office/program headquarters

ALL

SOME

Activities:

- Supervision Contacts
- Case Planning
- Bi-Weekly Clinical Needs Screening

Skills training:

[Aggression Replacement Training \(ART\)](#)

Preparing Adolescents for Young Adulthood (PAYA)

Parenting

Outpatient Substance Abuse Treatment

Outputs:

- Supervision Contact Output
- Case Planning Output

Successful completion of ART

Successful completion of PAYA

Successful completion of Parenting

Outcomes:

% of juveniles enrolled in the program who successfully complete the program.

% of juveniles enrolled in the program who are placed in a probation out of home placement or committed to TJJD within one year of exit from the program.

One, two, and three year recidivism rates for all juveniles served in the program.

ADDITIONAL?

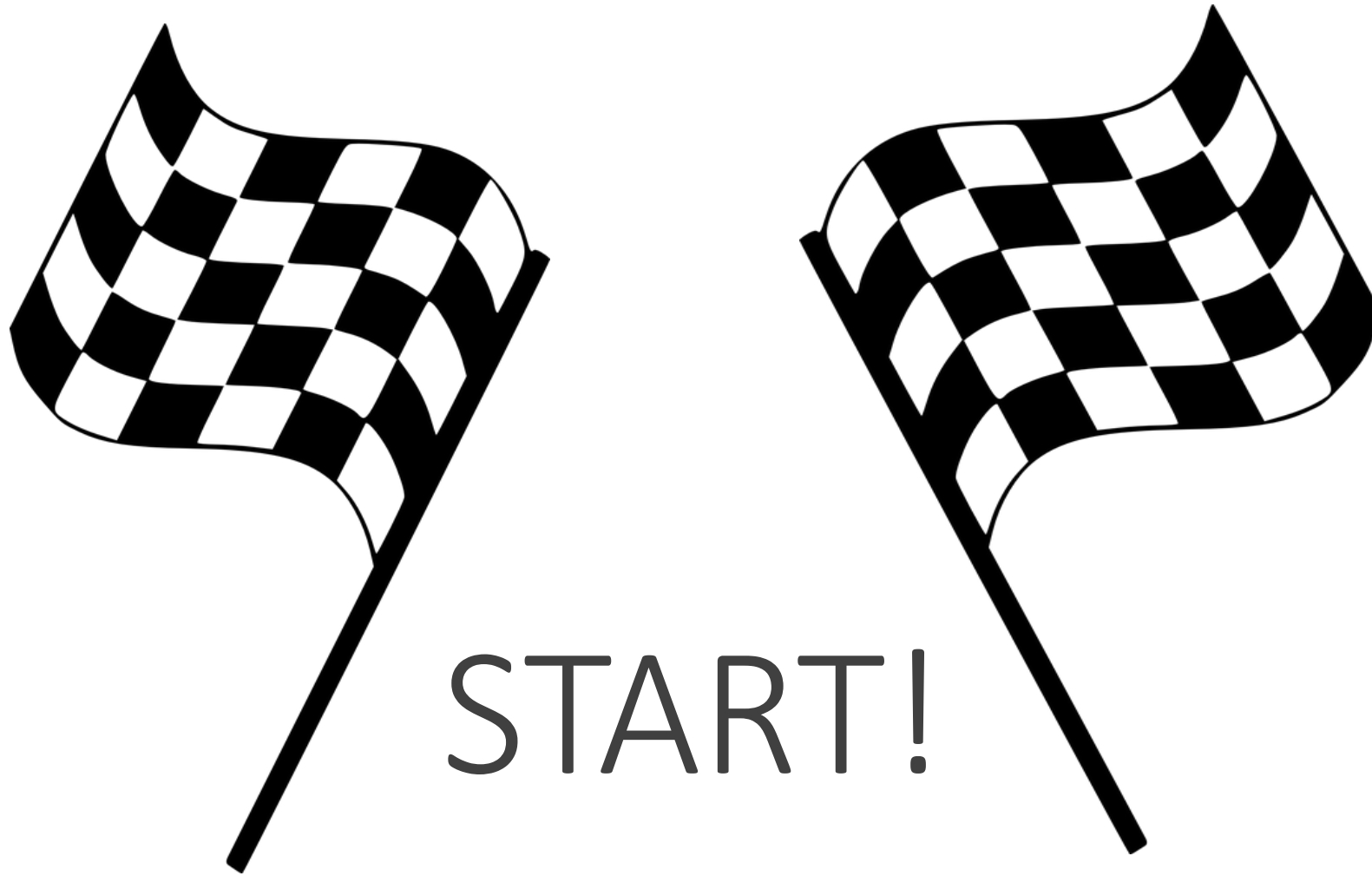
General Guidelines for Action Plans

- Clear Focus
- Specific Expectations
- Plan Components
 - Assign
 - Timelines
 - Follow-up
 - Document

Recommendations

- 🚩 Complete gap analysis to identify what already in place.
- 🚩 Be prepared to research.
- 🚩 Tackle gaps in manageable pieces.
- 🚩 Use action plan to track progress in bridging gaps.
- 🚩 Organize and document.
- 🚩 Keep your focus.

Keep in mind, this is about improving your programs for your kids.



References

Engle, M. (2017, July 20). What exactly is program evaluation? Message posted to <http://blogs.oregonstate.edu/programevaluation/34-2/>.

Expert Program Management. Gap Analysis. Retrieved 8/31/2018 from <https://expertprogrammanagement.com/2017/09/gap-analysis/>.

Lipsey, M.W., Howell, J.C. Kelly, M.R, Chapman, G., & Carver, D. (2010). *Improving the effectiveness of juvenile justice programs: A new perspective on evidence-based practice*. Georgetown University: Center for Juvenile Justice Reform.

McNamara, C. Basic guide to program evaluation. Retrieved August 31, 2018 from <https://managementhelp.org/evaluation/program-evaluation-guide.htm>.

National Assembly of State Arts Agencies. Getting started with program evaluation. Retrieved August 31, 2018 from https://nasaa-arts.org/nasaa_research/getting-started-program-evaluation/.

Resources

TJJD Webinar Series

- ☐ Logic Models
- ☐ 1. Defining a Program and What Works
- ☐ 2. Risk Needs Responsivity and Target Population
- ☐ 3. Problem Statement, Goal, Outcomes, and Resources
- ☐ 4. Activities Program Fidelity and Outputs
- ☐ 5. Process Evaluation
- ☐ 6. Outcome Evaluation+
- ☐ Excel for Ad Hoc Reports

Rossi, P.H., Lipsey, M.W., & Freeman, H.E. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: SAGE Publication.

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